**QMS in Education**

Every school presently needs to provide a high-quality education as it has become a demand and need. These requests and needs must be fulfilled in accordance with the established quality standards. It implies that the quality of education may be assessed and evaluated in relation to these requirements. The school, as a place of learning, primarily functions as a community service institution (public service). School administrators have the power to run their institutions using quality management concepts as well. Schools, as a sort of public service, must satisfy the expectations of its customers. As a result, school management emerges from a succession of school performances whose quality can be judged, including the public's perception of its impact (Firdaus et al, 2022). The achievements that become the National Education Standards can be used to assess school performance. School performance is considered good if it satisfies at least the national education requirements; nevertheless, school performance is considered less than ideal if it does not satisfy the national education criteria. Schools must truly understand that in order to satisfy educational requirements while also meeting the needs and expectations of the community, they must demonstrate excellence (different and unique), or value contributed to school services (Firdaus et al, 2022).

The establishment of the ISO 9001:2015 Quality Management System is one of the activities that might preserve such benefits. The ISO 9001:2015 Quality Management System focuses on improving the quality of education services in all sectors in schools by referring to eight National Education Standards, namely content standards, process standards, graduate competency standards, management standards, assessment standards, infrastructure standards, teaching staff standards, and education and financing standards, as well as the ten ISO 9001:2015 clauses that are described in the quality guidelines.

Firdaus et al, 2022, done a study of implementing Quality Management System to improve the performance of a Vocational High School. One level of school that focuses on quality improvement is Vocational High School, both public and private. The quality of graduates is that this Vocational High School will be directly felt by the community, companies and other graduate users. It is imperative that Vocational High Schools must be of high quality. The implementation of the ISO 9001:2015 Quality Management System is very much needed by the Vocational High School in realizing school performance. Vocational education is a learning process organized by government to produce skilled workers (Ariyani LF, 2021).

The objective of the study intends to explain the implementation of the ISO 9001:2015 Quality Management System, which covers the stages of the program design, action plan implementation, and follow-up in enhancing school performance. It was conducted in Indonesia, wherein two State Vocational High Schools in Sumedang Regency, West Java Province are the participants. The approach used in this study is a qualitative approach and the study's data were gathered through the use of data collection techniques including such observation, interviews, data sources, and the combination of those three approaches. After the collection of the needed data, it was analyzed using a case study approach. The use of this approach begins with the study's principal goal, which is to define and evaluate facts and information based on actual requirements. After analyzing the gathered data, according to findings of the study, the leadership of the two principals of the State Vocational High Schools in Sumedang Regency appears visionary, looks firm, patient, and devoted in resolving the problems the school is facing and have more democratic leaders. To implement the system and process approach, both institutions employ a quality management system. Effective action, follow-up, and program plans have been established by both schools, and a group of ISO experts is already at work in every school implementing the ISO 9001:2015 quality management system. These factors made it possible for the ISO 9001:2015 Quality Management System to be implemented at the two State Vocational High Schools in Sumedang Regency to function smoothly and effectively, having an influence on academic performance.

**The factor affecting the success of implementing the QMS**

Azzouzi and Naoui (2020); Kakouris and Sfakianaki (2019) emphasize that a growing number of businesses are attempting to boost their performance and become more competitive in an environment marked by globalization, competition, and rising customer expectations (Siltori et al., 2020). Due to the numerous advantages it may provide to their companies, enterprises are adopting and certifying their quality management systems in response to these environmental factors. This is in accordance with the standards of the international standard ISO 9001. Quality management strengthens the products' and services' quality, , including banks, as well as the operational performance of enterprises (Bhatia and Awasthi, 2018).

In relation to this, Bouchetara Et Al (2022) conducted a research about the implementation of QMS in a banking service. All financial transactions in the banking sector are aimed towards the customer. In addition to using the service, they act as the factor that guarantees the bank's sustainability by providing it with the required resources (Lachache and Abdelhafid, 2019). To be competitive in their market, banks must respond to client requests more swiftly and effectively. The study aims to provide the essential guidelines for implementing a Quality Management System (QMS) following the international standard ISO 9001: 2015 within a banking service operated by a significant Algerian state bank. The research was conducted in Algeria, Africa at the Pawnbroking banking service of Algerian public bank. The study was done utilizing a qualitative study based on document review, gap analysis grid, observation, brainstorming, and semi-directive interview for descriptive purposes. For the purpose of implementing and designing QMS accordance with ISO 9001:2015 in the Pawnbroking banking service, it has three stages: First, the diagnostic stage with the objective of knowing the Pawnbroking banking service's level of compliance with ISO 9001:2015 regulations and how it operates globally. Second, the QMS planning and implementation stage with the objective of developing an action plan based on gap analysis. And third, the actions implementation stage with the objective of now implementing the QMS. Qualitative data were obtained using the methodology to help answer the researcher's study questions and objectives. These data were gathered at various stages of the QMS implementation process, utilizing several data collecting techniques, including document review, observation, a gap analysis grid, brainstorming, and a semi-structured interview for descriptive reasons. The researchers used various data analytic methods to assess, arrange, and use the obtained data effectively. An Excel file was used for the gap analysis, allowing the diagnosis of the existing situation. Due to Excel's data analysis features, the researchers could determine the compliance rate for each chapter and the compliance rate for the entire standard. Radar type graphs are then created to provide a fast and easy way to view the results. And performance indicators were created using these numerical data. Voice recording and the subsequent transcription made it possible to order and use the responses to the researcher's interview questions. These interviews were conducted to describe and record the various QMS procedures. And observation was carried out to comprehend the operational procedures that the pawn firms underwent to improve and legalize them. So, the researcher wrote down each process's steps in a notebook and took photos.

After conducting the necessary steps, the researchers concluded that based on the gap analysis results, a number equal to (47%) was derived by determining the compliance rates for each chapter of the ISO 9001: 2015 standard as well as a global compliance rate for the requirements of the seven chapters taken together. Which means, given the large number of observed non-conformities, interpretation of this rate suggests that the QMS need significant improvement. Moreover, the gap analysis enabled researchers to develop an action plan that addresses the various gaps identified. And then the researchers proceeded forward with the implementation of the actions enumerated in the action plan that make up the QMS's foundations, namely: identifying internal and external issues related to the pawnbroking service's operations; identifying relevant stakeholders for the QMS; identifying these stakeholders' needs and expectations; identifying and describing the processes; and, finally, defining the quality documentation system. Additionally, the researchers recognize that top management is the side that bears most of the responsibility for the conception, design, and execution of the QMS within the specified parameters. Top management should communicate a quality policy that clearly states the reasons for and intended outcomes of the policy to formalize its commitment to the QMS implementation process. This is essential in light of top management's significant impact on the QMS's success (Almeida and Pradhan Jr., 2018). It suggests that commitment of the bank's top management and the involvement of all of its employees as well are the significant factor that determines the success of the implementation of QMS:ISO 9001.

The study also aims to offer guidelines for setting up a quality management system following the demands of ISO 9001:2015, a global standard. Furthermore, this research offers guidance to decision-makers or quality managers when implementing an ISO 9001: 2015 compliant QMS.

Another study was conducted in regards of implementing the QMS iso 9001:2015 that reveals the results that the success of it is depends on or the major factor is the top management commitment of that organization. Bibi S. & Dr. Aurangzeb W., 2021 done a study about implementing QMS on public and private sector universities. Their study's primary goal is to investigate into the challenges that universities experience when implementing ISO 9001:2015. The research also provides some effective and practical recommendations for the successful application of ISO in universities. It was done in the public and private universities in Pakistan, specifically in Islamabad, Punjab, and Khyber-Pakhtunkhwa. The sample of the study is from the specified location composing 280 teachers from public university and also 280 teachers from the private university, with a total of 560 sample. A descriptive survey approach was used to investigate the described problem, and random sampling to select a representative sample from the population. To get the data needed by the researchers, they utilized a five-point Likert scale (strongly disagree 1 to strongly agree 5), a self-constructed questionnaire based on a thorough review of related literature. Before collecting actual data, pilot testing was done to ensure validity and dependability. Five experts in the field assessed the questionnaire and deemed it valid for data collection. And the actual data was gathered by directly visiting the sample universities and then distributing the questionnaires. The data collected were examined using the mean and t-test. The data collected were examined using the mean and t-test. A t-test method was utilized to evaluate whether there is a significant difference between the means of two groups and their relationships. The researchers first concluded that there is no significant difference between the challenges and opportunities associated with implementing the quality management system ISO 9001:2015 at public and private institutions as it was a descriptive study. Upon analyzing the collected data were as follows.

* Public sector universities have lack of top management commitment, greater time management difficulty, and have resistance to change, have less or no participation from people, and having a university culture that is unsuitable for implementing QMS than private sector universities.
* Universities in the public and private sectors both struggle with accreditation, have insufficient funding, lack the necessary professional training, have a lack of awareness, and have insufficient resources. The key factor that contributes to the failure of QMS at universities is a lack of support from top management for its implementation in both public and private universities.
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Based on the two studies above, it is concluded that the main factor affecting the success of implementing the Quality Management System, ISO 9001:2015 on the mentioned organizations, namely: the banking service and in university, is the top management commitment. First, on the banking service, top management commitment is the highest factor identified after the researchers studied on how they can implement QMS on that organization. And second, it is also the same for the mentioned private and public universities in Pakistan, that the main challenge they identified is also coming from the top management commitment.